



SCHOOL LIFE

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THE JUNIOR COLLEGE'S OPPORTUNITY.

Without Additional Expense the Effectiveness of Our Higher Institutions Might Be Increased at Least One-Fourth.

By P. P. CLAXTON.

[Read before the National Conference of Representatives of Junior Colleges.]

It is quite certain that the burden upon the colleges and universities of the United States will be much larger from this time forth than it has been in the past. The social, civic, political, industrial, commercial, professional life of the country in the new era upon which we are entering will require the services of and give opportunities for a much larger number of college men and women than the old era which passed away with the war. Our colleges and universities must supply the demand for this country and, to a very large extent, for other countries in America and in Europe and Asia. For a generation at least there can be little danger of overproduction of college-trained men and women, provided their education and training are directed toward present and future needs of service, and is made to take hold on the life and work of this and the next generation.

The rapid increase in the number of high-school students (now more than two millions) and the higher standards of high schools will insure a constantly increasing supply of young men and women for the colleges. The increase in wages for the great army of laborers and the higher prices of farm products will enable hundreds of thousands of families to send their sons and daughters to college, whose incomes have until now been too meager to permit them to consider such a thing as possible.

The salaries of professors and instructors must be increased to at least double what they were in 1913-14. New buildings and equipment for classrooms, laboratories, and for housing students will, at present prices of material and labor, cost

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UNIFIED CAMPAIGNS FOR EDUCATION.

The National Conference on Educational Campaigns Representing 34 Important Organizations Agrees to Promote National Campaign.

The productivity of a nation depends on the education of its people. Wipe out the schools and colleges with their cultural, scientific, and technical training and you have a condition of savagery; you return to a primitive state of life. We should unify our campaigns for education as far as possible, and make

it our main objective to secure an adequate supply of teachers of native ability, culture, and education, supplemented by the best professional training that can be procured.

These sentiments were expressed in the opening address before the National Conference on Educational Campaigns, which was held in Washington June 25, and unity of effort, thus urged, became the dominant note of the meeting.

The conference was the first definite step in the national campaign for education which was recommended by the National Citizens' Conference on Education held in Washington May 19 to 21. It was called by the Commissioner of Education. Delegates attended from 34 national organizations having to do with all phases of American life—fraternal, commercial, industrial, civic, patriotic, religious, and educational—with an aggregate membership of several millions; and all of them pledged themselves to cooperate in promoting the campaign under the leadership of the Bureau of Education.

It was agreed that immediate efforts should be made to secure official action to this end, in order that all the facts may be presented effectively to the 42 State legislatures which will convene within a year.

URGES UNIFIED SYSTEM, EXTENSION, AND LIBERAL SUPPORT.

The conference voted to go on record as favoring a platform with the following planks:



Health is that abundance of life and overflowing vigor which are foundations of success and happiness in life.

WHAT IS HEALTH?

Health is not merely freedom from illness.

Health is not merely sufficient vigor.

HEALTH MEANS THE POSSESSION OF A RESERVE FORCE OF STRENGTH AND ENERGY.

Reserve force is necessary to meet the emergencies which arise in every life.

Reserve force is the physical capital which is so large a factor in personal success.

CHILDHOOD IS THE TIME TO BUILD UP THIS RESERVE.

It is the aim of health teaching to train every child in those habits of life which are essential to the best possible physical development.

A page from "Further Steps in Teaching Health," published by the Bureau of Education.

1. The promotion of the entire system of education as a unit, including elementary, secondary, and higher education.

2. The promotion of a comprehensive plan of extension education to meet the needs (a) of working people who have left the schools with insufficient education; (b) of young persons who reach voting age each year; of women who will probably be enfranchised shortly; (c) of ex-service men, many of whom had their old plans broken up by the war; and (d) of homemakers, engaged in the most complicated and exacting of all callings.

3. More liberal support of institutions for the professional preparation of teachers.

4. The adoption of a policy of paying to teachers salaries equivalent to those paid to persons of similar ability and preparation in other callings.

THE GREATEST TRAGEDY IN AMERICAN EDUCATION.

Dr. P. P. Claxton, U. S. Commissioner of Education, presided, and in his opening address dwelt on the crisis in education in the United States due to the shortage of teachers, the inadequate salaries paid to school officials in general, and the necessity of arousing the American people to the danger of the situation. "We must have," he remarked, "not only higher salaries for teachers, but better training of teachers for their work. The greatest tragedy of our educational system is the inadequate preparation of teachers. We must urge the States to provide ample facilities for teacher training. We need the development of the entire educational system of the United States—elementary, secondary, and higher. There is a danger of democracy breaking down if the citizens of the future are not trained in the fundamentals of practical civics and ethics." Teachers, he declared, should be paid salaries comparable to those paid in the business and professional world. He emphasized the importance of an immediate campaign for education, and urged the various organizations present to do all in their power to formulate plans to conduct a campaign along the lines suggested in his address.

"I want the Bureau of Education," he said, "to be a clearing house, a campaign agency as it were, to assist you in your endeavors. We should unify our work as far as possible, and make it our main objective to secure an adequate supply of teachers of native ability, culture, and education, supplemented with the best professional training to be procured. Education, in addition to its

ethical, cultural, and spiritual implications, has a decided money value.

EDUCATION THE FOUNDATION OF WEALTH.

"I wish to impress upon you the fact that the productivity of a nation depends on the education of its people. Wipe out the schools and colleges with their cultural, scientific, and technical training and you have a condition of savagery; you return to a primitive state of life. Education is the great producer. All the wealth in the world comes from education." He emphasized the exalted place that education occupies in the world of affairs. It is the moving spirit of commerce and industry, of science and invention. Without education the natural resources of the earth would remain inchoate and unproductive.

After the opening address the delegates were called upon to outline briefly the objects of their respective organizations and to state what educational agencies they had for planning and carrying on an intensive educational campaign not only among their constituents but the public generally. Some of the statements made of the educational work of the organizations were a revelation. All they need is a unifying program from some central source like the Federal Bureau of Education.

SOCIAL STUDIES POSTPONED TOO LONG.

H. E. Miles, of the National Association of Manufacturers, exhibited a number of statistical charts showing the status of education in the United States. He deplored the fact that only in the last two years of the high school are any social studies included in the curriculum. "The vast mass of the pupils," he said, "break through the educational wall before acquiring any real acquaintance with such studies and get nothing. They go to work without adequate preparation for the duties of citizenship." He also criticized the baneful influence of politics in education. Mr. Miles said that the manufacturers of the United States are deeply interested in education and are willing to spend large sums to further the better vocational and civic training of youth. He briefly described what some industrial plants are doing to educate their employees. He was followed by George E. Allen, of the American Bankers Association, who recommended a definite and brief program for the educational campaign, omitting details as far as possible.

EMPHASIS ON SPIRITUAL VALUES.

Dr. Robert L. Kelly, of the Council of Church Boards of Education, representing 20 of the great Protestant or-

ganizations of the United States, whose membership approximates 14,000,000, gave an interesting account of the educational work of the churches. As a representative also of the Association of American Colleges, an outgrowth of the council, he detailed what is done to stimulate interest in education, with special emphasis on spiritual values. The association, he said, has just completed a comprehensive survey of higher education and proposes to submit its findings to various pedagogical and scientific bodies for interpretation. Some of the data obtained, he declared, are of a startling nature. The association, he continued, is making special studies of scholarship standards and the socialization of education. The association is developing more and more the use of lantern slides and moving pictures in its educational propaganda.

NO DOUBT OF LABOR'S ATTITUDE.

J. J. Manning, of the American Federation of Labor, said there could be no doubt where the federation stood on the educational question. He spoke of the educational program indorsed at the Atlantic City meeting of the federation, and referred to the 4,500,000 membership of the federation and its 34,000 subsidiary unions and 867 central labor unions. "While we recognize that the teacher is a public servant, whose mission is of the highest, we recognize also that she is a wage earner, and there can be no question as to where the federation stands on that question," he added.

WOMEN PLEDGE SUPPORT.

Mrs. M. P. Higgins, representing the National Congress of Mothers and Parent Teacher Associations, reported 200,000 paying members of her organization as potential workers for the cause of education. Miss Florence King, of the National Women's Association of Commerce, pledged the association to an active campaign for education. She spoke of the great number of women entering business and professional life, and their desire to devote their lives seriously to their work. Mrs. Ella A. Boole, of the Women's Christian Temperance Union; Mrs. Adolph Kahn, of the Council of Jewish Women; and Mrs. Edgar Brown, of the General Federation of Women's Clubs, made effective addresses. Miss Margaret A. Howard, of the American Women's Legion of the Great War, reported that the legion was particularly interested in Americanization, and had placed patriotic books in many public high schools and offered money prizes for essays on patriotic subjects.

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CONFERENCES AND CONVENTIONS

SUMMER MEETINGS FOR THE INTERCHANGE OF IDEAS AND EXPERIENCES.

JUNIOR COLLEGE REPRESENTATIVES ORGANIZE.

The First National Conference Emphasizes Functions of the Junior Institutions.

By GEORGE F. ZOOK.

The first national conference of representatives from junior colleges assembled at the call of the Commissioner of Education at St. Louis for a two-day session, June 30 and July 1. Thirty representatives from junior colleges located in Texas, Missouri, Michigan, Virginia, Alabama, Arkansas, Minnesota, Iowa, Illinois, and Mississippi responded to the call. The program was subdivided into four divisions: The place and function of junior colleges in the American educational system, the growth and development of the privately supported junior colleges, the development and problems of publicly supported junior colleges, and the curriculum of junior colleges.

In opening the conference George F. Zook, specialist in higher education in the Bureau of Education, welcomed the delegates and pointed out the fact that the tremendous increase in student enrollment at all institutions of higher learning during the past 15 years had practically removed all rivalry for students among colleges and universities and had assured all institutions of as many, if not more, students than they could possibly take care of. He emphasized the fact that every good four-year college is fulfilling a great national need, but that the recent development of junior colleges, both public and private, showed that there was also an important place for them to fill.

SHOULD DISCONTINUE HIGHER CLASSES.

Commissioner Claxton showed very clearly that the financial condition of a considerable number of small colleges made it impossible for them to do a high grade of work throughout the entire four-year course. He therefore advised that these small colleges should at once confine themselves to freshman and sophomore courses, for which their incomes would probably be adequate to give a high grade of instruction. By adopting several definite courses such colleges might easily expect to increase

their enrollment and usefulness several times over.

JUNIOR COLLEGES RELIEVE UNIVERSITIES.

President A. Ross Hill, of the University of Missouri, welcomed the work which the junior colleges are doing in relieving the big universities of much of the first two years of work and thus enabling them to concentrate their efforts on the junior and senior years and on graduate work.

James M. Wood, president of Stephens Junior College, and a number of other leaders in the junior colleges discussed the function and the problems of junior colleges. The advantages of junior colleges in allowing students to remain near home for two years longer before they go away to larger institutions were clearly pointed out. A number of the private junior colleges emphasized the high quality of work which they were now able to do as compared to what they had previously been able to do when attempting to give four years of college work.

MANY STUDENTS GO NO HIGHER.

While it was recognized that the chief function of the junior college is to train students who complete their education at large colleges and universities, it became evident that junior colleges can serve a large number of students who are unable to do more than two years of college work. For such students the junior college is a completion school, and the benefits to be derived from two-year courses in business, in teaching, and in vocational subjects appear to be beyond question. In this connection the work done by the junior colleges in Detroit, Kansas City, Chicago, and various cities in California is especially significant.

At the close of the conference it was unanimously decided to form a permanent organization of representatives from the junior colleges. The purpose of the organization will be to maintain the standard of junior college instruction and to promote the interests of the 100 or more junior colleges in the United States. David MacKenzie, of the Detroit Junior College, was elected president, and Martha MacKenzie Reid, of William Woods Junior College, was elected secretary-treasurer of the new organization. It will hold its first meeting in Chicago during February, 1921.

ENGINEERING STUDENTS NEED PRACTICAL WORK.

Proceedings of the Society for the Promotion of Engineering Education.

By WALTON C. JOHN.

Cooperation between industry and education was the keynote of the twenty-eighth annual meeting of the Society for the Promotion of Engineering Education, held at the University of Michigan, Ann Arbor, from June 29 to July 2.

Roy D. Chapin, president of the Hudson Motor Car Co., discussed cooperation from the standpoint of the industrial executive. As the result of many definite inquiries Mr. Chapin stated that the average college and engineering graduate was too poorly equipped to become industrially productive, except at considerable financial loss to employers. He urged that engineering students be required to give more time to shop work during their college course of study, and he especially encouraged the further extension of cooperative plans now conducted by engineering schools, such as the University of Cincinnati, the University of Pittsburgh, and the department of electrical engineering of the Massachusetts Institute of Technology. It was suggested that professors of engineering should be required to spend at least two months out of every two years in the shops of industrial establishments, in order that they could give first-hand information regarding prevailing methods.

Dr. S. P. Capen, director of the American Council on Education, spoke of the development of an important scheme of cooperation now conducted under the direction of Dr. Hollis Godfrey, president of Drexel Institute. This plan involves the writing up by educational experts in counsel with industrial experts the particular specifications for management men.

It was recommended by the society that legislation for the establishment of engineering experiment stations should be encouraged. The society was almost unanimously opposed to designating any institution or groups of institutions to receive the proposed aid.

Closer cooperation between the engineering societies and the engineering

schools was recommended, and the proposals for properly adjusted increases in the salaries of engineering educators were heartily indorsed.

Prof. Arthur H. Blanchard of the University of Michigan presented a full report of the Washington conference on highway and highway transportation engineering education which was accepted by the society.

President Arthur M. Greene, Jr., in his presidential address, called attention to the failure on the part of elementary and secondary schools to give adequate instruction in mathematics. Greater thoroughness must be exacted of students in their study of arithmetic, algebra, and geometry.

The president-elect of the society, Dean Mortimer E. Cooley of the School of Engineering of the University of Michigan, spoke on the importance of emphasizing the humanistic and fundamental subjects of the engineering curricula. He made it clear that if engineering education is to maintain its standards at the same level as those of medicine, law, and other professions, a five-year engineering curriculum is required.

TENNESSEE'S EDUCATIONAL NEEDS.

Conference of Citizens Will Be Held in August to Discuss Pressing Problems.

A conference on education in Tennessee has been called by the United States Commissioner of Education at the request of Gov. A. H. Roberts and Hon. Albert Williams, State superintendent of public instruction, to meet at Monteagle on August 6 and 7, 1920. The first meeting will be held at 9.30 a. m., Friday, August 6.

The purpose of the conference is to bring together representative citizens, men and women, from all parts of the State. State, county, and city officials, farmers, laborers, merchants, manufacturers, home makers, lawyers, physicians, ministers, editors and other publicists, educators, and others to confer on the State's most important interest—the education of its people—and to consider the needs of education in the State from the standpoint of statesmanship and the public welfare. The theme of the conference will be "The present crisis in education and how to meet it."

The discussion will relate directly to the pressing problems of education in Tennessee, the principles upon which they are to be solved, and the formulation of a program of action looking toward a more liberal and definite policy for the State.

PART-TIME SCHOOLS NEEDED.

The Nation's Interest in Education Also Elucidated Before American Home Economics Association.

That no type of school is more needed in the country to-day than the part-time school was the contention of Miss Adelaide Baylor, of the Federal Board for Vocational Education, in a talk before the American Home Economics Association.

The needs of thousands of girls who have dropped out of school with meager educations demand some type of school that will enable them to participate in educational work with a limited amount of time, said Miss Baylor. From 80 to 90 per cent of these girls will be home makers; therefore, all programs for their training should contain some phase of home economics training.

Part-time schools provide, for the younger group, a progressive, inclusive home economics course, also civics and English, while for the older groups more emphasis is placed and more work is allotted to home making.

The great need of this type of work and the value of it are shown by the fact that within the past two years 17 States have enacted legislation for part time education.

"The relation of the Nation to education" was the subject of an address given by Dr. Hugh S. Magill, field secretary of the National Education Association, before the same meeting. He traced the origin and development of free schools from their birth in New England down to the present time, and explained why their control and management was a function of the State and not of the Nation. He declared that under the provisions of the Federal Constitution the National Government never could control or conduct the public schools, and that it should not do so.

"But while the National Government can not and should not dictate or control public education, nevertheless the life and prosperity of the Nation is vitally dependent upon the work of the public schools. The Nation must look to the States to develop through the right kind of education a citizenship that shall be physically and intellectually sound if our Republic is to endure," said Dr. Magill.

"The Federal Government, therefore, must recognize the importance of education by the creation of a Department of Education with a secretary in the President's Cabinet, as it has already recognized agriculture and labor, and should aid and encourage the States in the pro-

motion of education by making liberal appropriations to be used by the States along with their own appropriations for like purposes. The Nation can not afford not to encourage the States in education, for upon the product of the free schools in the States depends in a very large measure the future of the Nation."

LATIN PLAYS AND LATIN SONGS.

Modern Methods of Instruction Discussed by the American Classical League.

The first annual meeting of the American Classical League was held at the Hotel Sinton, Cincinnati, Ohio, on June 23 and 24, Dean West, of Princeton University, presiding. The attendance of delegates and members was about 400.

The new six-year Classical High School of Cincinnati was the subject of a paper by Superintendent Randall J. Condon, who was necessarily absent at the meeting of the State board of education. He wrote: "The prospective enrollment for next year at this time is 690. But we are not seeking for numbers. We do not wish to make this a big school, but we do hope to make it a great school by bringing together pupils of like ability and similar purpose, who may thus be stimulated to put forth their best efforts and who may thus help to establish a tradition for superior work and scholarly attainment."

George E. Davis, principal of the school, and Mr. McAvoy, of the high-school board, also explained the operation of the school. Ex-President Taft, as a former Cincinnati, sent a letter strongly commending the new school. Beginning with younger pupils, it provides six years' instruction in Latin for all. It is planned to give continuous teaching in a few fundamental subjects, and it is believed that it is the pioneer in the new movement to improve our high-school education.

The new helps for teaching Latin were also described. Miss Edith Rice of Philadelphia, taking up the question of Latin plays, showed how successfully they had been used in Philadelphia, some of the plays having been written by the pupils themselves. The paper of Dr. Perkins of Boston showed the newer method of Latin training for business positions, especially for stenographers, clerks, and other similar agents. Prof. Flickinger, of Northwestern University, Illinois, then led the assembly in singing Latin songs, which are now largely used.

Director Hill, of the American School at Athens, explained the American work of excavation in that ancient city. Prof. Oldfather, of the University of Illinois, discussed the question of the use of Latin as an international language of science in view of the approaching congress on this question which is to be held at Brussels. A committee of co-operation was appointed. Prof. Lane Cooper, of Cornell University, closed the session with a discussion of "Good Usage in English," showing the blend of the classical and Saxon elements and its determining influence on the standards of English.

The league also took up the question of a general investigation of the condition of the classics in our secondary schools in order that the facts may be authoritatively ascertained and the best methods for improving and extending classical education be presented clearly.

The meeting attracted much public attention, and in its honor one of the newspapers printed an amusing report in Latin of a professional base ball game.

ENVIRONMENT CAUSES TRUANCY.

Nine-tenths of the Offenders Reform Without Court Action—Foreigners Do Not Understand System.

The bureau of attendance of the department of education of New York City keeps the census records of all the children in the city between the ages of 4 and 21. It looks after cases of truancy, holds psychological clinics for mental defectives, and treats children for many physical ailments. The census department records admissions, transfers, and discharges from schools, and traces the movements of every child as far as its school life is concerned. The clerks of this department keep the records of over a million and a half children. The bureau is now in its sixth year of organization, and expects very soon to have nearly 300 field agents at work. In an interview, published in the New York Times, James F. McManus, chief attendance officer, says:

"Environment, in my opinion, is the cause of 99 per cent of truancy to-day. Of course, we have more trouble with the foreign element. They do not understand our system of compulsory education or our laws relating to it.

"It is only found necessary to take about one-tenth of the cases on which we hold hearings into court, so the assumption is that the other nine-tenths reform."

CONFERENCES ON BUSINESS TRAINING.

Comprehensive Plan for Formulating Solutions of Regional Commercial Problems.

Conferences in every section of the country are discussing education for business. This systematic plan was evolved by the U. S. Commissioner of Education as a practical method of bringing to the attention of the people of the United States the urgent need for training in those vocational and higher technical subjects which relate directly to commerce. The effort has been to bring together the administrative teachers of all subjects taught in relation to business and commerce, in order that they might formulate some constructive regional solution of these problems.

Nine conferences were held between April 10 and June 4, under the direction of Glen Levin Swiggett, the bureau's specialist in commercial education. The concluding three of the series of twelve conferences will take place in October. The conferences were as follows:

Regional Conference No. 1, consisting of Virginia, North Carolina, South Carolina, southeastern Georgia, and eastern Florida, was held April 10, at the University of South Carolina, Columbia, with the local cooperation of the superintendent of schools of Columbia and the University of South Carolina.

Regional Conference No. 2, consisting of Kentucky, Tennessee, northern Georgia, and northern Alabama, was held April 23, at the University of Tennessee, Knoxville, with the local cooperation of the superintendent of schools of Knoxville and the University of Tennessee.

Regional Conference No. 3, consisting of Arkansas, southeastern Texas, Louisiana, Mississippi, southern Alabama, and western Florida, was held April 30, at the Gruenwald Hotel, New Orleans, La., with the local cooperation of the superintendent of schools of New Orleans, Tulane University, and Louisiana State University.

Regional Conference No. 4, consisting of California, Nevada, and Arizona, was held May 10, at the Institute of Fine Arts, University of California, San Francisco, with the local cooperation of the University of California and Leland Stanford Jr. University.

Regional Conference No. 5, consisting of Idaho, Washington, and Oregon, was held May 17, at the University of Washington, Seattle, with the local cooperation of the superintendent of schools of Seattle and the University of Washington.

Regional Conference No. 6, consisting of Wyoming, Montana, Colorado, Utah, and New Mexico, was held May 26 at the board of education rooms, Commonwealth Building, Denver, with the local cooperation of the superintendent of schools of Denver, Colorado College, University of Colorado, University of Denver, Colorado State Teachers' College, and Colorado State Normal School.

Regional Conference No. 7, consisting of Iowa, Missouri, Nebraska, Kansas, Oklahoma, and northern Texas, was held May 29 in the auditorium of the Public Library, Kansas City, Mo., with the local cooperation of the superintendent of schools of Kansas City, Mo., the University of Missouri, University of Kansas, and the University of Nebraska.

Regional Conference No. 8, consisting of Michigan, Wisconsin, Indiana, and Illinois, was held May 31 in Mandel Hall, University of Chicago, with the local cooperation of the superintendent of schools of Chicago, Chicago Normal College, Northwestern University, University of Illinois, and the University of Chicago.

Regional Conference No. 9, consisting of West Virginia, Ohio, western Pennsylvania, and western New York, was held June 4 at the University of Pittsburgh, Pittsburgh, with the local cooperation of the superintendent of schools of Pittsburgh, University of Pittsburgh, Duquesne University, and Carnegie Institute of Technology.

The three following regional conferences, which will complete the series of 12, will be held with local cooperation during the month of October, 1920:

Regional Conference No. 10, consisting of North Dakota, South Dakota, and Minnesota, will be held Saturday, October 16, at the University of Minnesota, with the local cooperation of the City Superintendents of Schools of Minneapolis and St. Paul and the University of Minnesota.

Regional Conference No. 11, consisting of Maine, New Hampshire, Vermont, Massachusetts, Rhode Island, and Connecticut, will be held Saturday, October 23, at Boston University, Boston, with the local cooperation of Boston University, Harvard University, Tufts College, Simmons College, and the Superintendent of Schools of Boston.

Regional Conference No. 12, consisting of the District of Columbia, Maryland, eastern Pennsylvania, Delaware, New Jersey, and eastern New York, will be held Saturday, October 30, at the University of Pennsylvania, with the local cooperation of the University of Pennsylvania, Temple University, Drexel Institute, and the Superintendent of Schools of Philadelphia.

NATIONAL EDUCATION ASSOCIATION

One of the Best Programs in the History of the Association Presented at
Salt Lake City

REPORTED BY MRS. KATHERINE M. COOK

REORGANIZED ON THE DELEGATE PLAN.

Plan Adopted by National Education Association Will Prevent Local Control.

The National Education Association will be reorganized on the "delegate plan," by which the business of the association will be transacted by representatives chosen by the active members in the several States. This conclusion was reached at the Salt Lake City meeting, from July 4 to 10. A heavy vote was cast in favor of reorganization, which, it is claimed, will place the association on a democratic basis and make it possible for the classroom teachers of the Nation to have a voice in the business of the organization.

MUST ENCOURAGE INDIVIDUAL TEACHERS.

Mrs. Josephine Corliss Preston, the president of the association, made public at the meeting a telegram from Gov. Cox, of Ohio, Democratic presidential nominee, expressing regret that he was unable to accept her invitation to address the convention. Gov. Cox's telegram said:

"Throughout the Nation we must recognize the dignity and honor of the teaching profession and lend every encouragement to the individual teacher. To meet the tendency to disrupt the orderly processes of Government which springs from misunderstanding and ignorance we must educate and Americanize not only the foreigner who comes to our shores, but we must also afford every advantage to the native born. It is proper province of the Federal Government to advise and lend all assistance to the States and communities."

REPORT ON TEACHERS' TENURE.

Dr. Joseph Swain, for the committee on salaries, tenure, and pensions, presented a preliminary report on the tenure of teachers. He declared that "the spoils system still prevails in school-teaching at a time when it has been eliminated from civil service positions throughout the country." He said:

"Whatever the customary practice may be, in law security of tenure does

not prevail over a large part of the country. While the towns and cities show a tendency to encourage stability and permanence, even in many places of size the tenure of office of administrative officers is limited either by law or by the rules of the appointing boards. No matter how long a term may be provided, the teacher who feels that he must stand for election at the close of that term must inevitably be beset by anxiety, even though unconsciously.

"Only five States—California, Massachusetts, Montana, New Jersey, and Oregon—by law recognize the principle of permanent tenure for teachers, and two other States—Ohio and Pennsylvania—permit the appointment of teachers for three-year terms. The conditions of appointment for principals and superintendents are only slightly better."

Miss Margaret Haley, of Chicago, discussing the tenure report, said that it failed to mention one of the most serious problems of tenure to-day, namely, interference with the right of teachers to belong to organizations of their own choosing.

COMMISSION ON EMERGENCY IN EDUCATION.

The report of the commission on the emergency in education was presented to the convention by Dr. George D. Strayer, of New York. He urged the passage by Congress of the Smith-Towner bill, which provides for a Federal department of education, with its head a member of the President's Cabinet. Dr. Strayer vehemently denied that any centralization of educational authority is contemplated in the bill, as charged by its opponents, and declared that the passage of the bill was the most important task before the educators of the Nation to-day. He said:

"We believe that the friends of public education are more numerous than the enemies. We are confident that we are approaching the day when education shall have its place in the councils of the Nation, when a secretary shall sit at the Cabinet table to propose for the consideration of the President and his associates such measures as will make for the realization of a more effective system of public schools and education."

The commission's report also dealt with the problems of teachers' salaries,

and recommended an increase of as much as 100 per cent as compared with salaries paid in 1914. The commission expressed its belief in the professional organization of teachers into local groups and State associations, but declared that the professional organization of teachers should not affiliate with any other body. Whatever may be our judgment with regard to the legitimacy of the program of organized labor, said the report, teachers as a group can not federate with labor for the realization of their aims and at the same time hope to keep the confidence of the whole people.

SALARIES SHOULD AVERAGE \$2,000.

Following the discussion of the commission's report Dr. P. P. Claxton, United States Commissioner of Education, spoke on the question of teachers' salaries. He advocated an average annual salary of \$2,000 for all teachers, city and country, with individual salaries running as high as \$4,000, \$5,000, and \$6,000 for teachers of demonstrated ability. He pointed out that this would be three times the actual average of 1917 and would be an additional cost for the schools of the Nation of a billion and a half. He was convinced, however, that the public was willing to pay the bill.

NOT INEFFICIENT BUT INSUFFICIENT.

Will D. Wood, State superintendent of public education of California, discussed "The recognition of education as related to our national life." The faults of the public-school system, he said, are not faults of inefficiency so much as they are faults of insufficiency. There has been insufficiency in vocational training, in Americanization, in elementary education, and in the physical development of our people. Between April 1, 1917, and April 1, 1919, the United States spent for the war \$21,850,000,000. The total amount expended by the United States and all the States and Territories, counties, school districts, and municipalities of our country for public education between 1787 and 1917 was only \$14,400,000,000. In other words, we expended 50 per cent more in two years for the purpose of killing Germans than we expended in 130 years previously for mak-

ing American citizens through public education. And yet it was to the men trained in our schools that America turned in her hour of trial for the means to defeat the foe of America, of democracy, and of human civilization.

AMERICAN CITIZENSHIP.

Civic education and Americanization problems were emphasized at the meeting, being discussed by Jessie L. Burrall, F. B. Cooper, L. P. Benezet, Susan M. Dorsey, and Guy Potter Benton. Supt. L. P. Benezet, of Evansville, Ind., described a plan of citizenship training in the public schools that involved a school self-government system whereby high-school students were in complete charge of their own study halls, and infractions of the regulations were punished not by the faculty but by a committee of students after trial by a jury of students, no teacher being allowed to be present.

Dean Sarah L. Arnold, of Simmons College, in an address on "Education as the defense of the American home," dwelt on the overwhelming dangers which follow the great increase in immigration, the inrush to the cities, the abandonment of separate homes, and the present problems of housing. "A democracy," she said, "in order to survive must be supported by constant education. The citizens, as well as the boys and girls who are to be citizens, must be always and forever at school."

INDUSTRIAL TRAINING.

In the meeting devoted to industrial education Emily Griffiths read a paper on "The opportunity school" and Arthur Holder spoke of "The transition from the school to industry."

HEALTH EDUCATION.

The session on health education was said to be one of the liveliest of the convention. Dr. Thomas D. Wood, of Columbia University; Miss Sally Lucas Jean, director of the Child Health Organization; and others spoke, describing the modern health crusade and the methods of promoting health work on a big scale. Malnutrition among American school children was pronounced to be a serious menace, affecting the children of well-to-do parents as well as the children of poor parents. The dramatic presentation of health habits was exemplified before the convention by Miss Ann Raymond, a health nurse of New York City, in the guise of a health fairy.

CHANGES DESIRED IN VOCATIONAL EDUCATION LAW.

The association advocated changes in the administration of the Smith-Hughes law for vocational education under the Federal Board for Vocational Education,

and emphasized the point that general or cultural education must not be overshadowed by vocational education. Such changes were favored as would make the Federal Board or whatever agency is placed in charge of the work "avoid interference with the autonomy of the States in the plans and management of vocational education."

SMITH-TOWNER BILL APPROVED.

In the resolutions adopted in the final session, the following expressions appear regarding the Smith-Towner bill:

"We call attention once more to the singularly valuable features of the Smith-Towner bill, to the program that it sets for the reduction of adult illiteracy, for the Americanization of the immigrant population, for the vast extension of health education, for the adequate preparation of teachers, and for the creation of a department of education under a secretary who shall have a seat in the President's Cabinet. We reiterate the fact that each item of this program strikes at an outstanding weakness of American education which the experiences of the war set in high relief.

"We call the people's attention to the fact that these problems are still with us and that unaided State and local action has failed in any appreciable measure even to begin the solution on a nation-wide basis. The Smith-Towner bill is the only measure that has been proposed to cope with all of these problems."

FESS PLEDGES SUPPORT.

Other resolutions were passed indorsing education for citizenship; increased recognition for State departments of education; the health education program of such agencies as the Child Health Organization, the National Tuberculosis Association, Modern Health Crusade, and the United States Bureau of Education; an international bureau of education as a means of establishing democracy throughout the world and advancing the interest of free people.

In relation to the training of teachers the association declared for immediate improvement in the preparation of teachers, a minimum of four years' professional training following high-school graduation, and selection of teachers on a rigorous basis of merit.

The resolutions were adopted following an address by Congressman Simeon D. Fess, of Ohio, chairman of the Committee on Education of the House of Representatives, who pledged his support to the legislative program of the teachers.

FRED M. HUNTER NEW PRESIDENT.

Officers of the association for the coming year were elected, as follows: Presi-

dent, Fred M. Hunter, superintendent of schools, Oakland, Calif.; vice presidents, Josephine Corliss Preston, Olympia, Wash.; A. Woodward, Somerville, Mass.; E. C. Brooks, Raleigh, N. C.; Mrs. Jean E. Heiger, Salt Lake City, Utah; Josephine Hammond, Steubenville, Ohio; S. A. Baker, Jefferson City, Mo.; E. F. Carleton, Salem, Oreg.; Carrie Keever, Huntington, W. Va.; Ethel Gardener, Milwaukee, Wis.; J. H. Wagner, Santa Fe, N. Mex.; L. P. Benezet, Evansville, Ind.; treasurer, Cornelia S. Adair, Richmond, Va.

PHILADELPHIA OR DES MOINES NEXT.

The directors expressed their preference for Philadelphia as the next meeting place, over Des Moines, Iowa. The executive committee will decide which of the two cities shall entertain the 1921 convention, after visiting both places.

The directors also elected T. E. Finnegan, Pennsylvania State superintendent of schools, as member of the executive committee.

THE NATIONAL COUNCIL OF EDUCATION.

The meetings of the National Council of Education were held as usual before the formal opening of the general association. The council has always been a delegate body, half of its members being selected by the general association or its departments and the other half by the council itself. Formerly its membership was limited to 60, but that number has been doubled in recent years. This occasion marked the fortieth birthday of the council, and the event was celebrated by a paper on its history and a statement of its achievements by Robert S. Ale, president of the University of Maine, and another by Homer H. Seerly, president of Iowa State Teachers' College.

In addition a round-table conference was held on the changes needed in the elementary school course of study, on thrift education, extension teaching, teacher progress, school-consolidation legislation, etc. Papers were read also on "State school systems" by Mary C. C. Bradford, on "City systems" by H. B. Wilson, on "Rural schools" by J. F. Innis, on "The call to arms" by Josephine Corliss Preston, and "Tenure of teachers," by James Ferguson.

The council is the investigating agency of the association, and the reports on tenure of teachers and the emergency in education, which have been described in another column, are in fact productions of the council.

THE DEPARTMENT MEETINGS.

In accordance with time-honored custom the general sessions of the association (Continued on page 12.)

SCHOOL LIFE

Issued by the United States Bureau of Education.

Department of the Interior.

Editor, JAMES C. BOYKIN.

TERMS.—Subscriptions, 50 cents per year, in advance. Foreign (not including Canada, Mexico, Cuba), 75 cents. Copies are mailed regularly, without cost, to State, city, and county superintendents, principals of high schools, and a few other administrative school officers.

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THE AMARILLO PLAN.

Superintendent M. H. Duncan has put into practice in the schools of Amarillo, Tex., the plan of all-the-year sessions which the University of Chicago and other higher institutions have found to be advantageous.

His primary purpose was economy, for the limitations upon the taxing power of the city have seriously hampered the administration of the schools; but his ideas are good nevertheless and are worthy of attention, even though the stresses were less severe.

His plan is simple. He keeps the teachers at work the year round, with the exception of a week in December and three weeks in August, and he permits each pupil to be in school only two-thirds of the year, so arranging the attendance that two-thirds of the children will be in membership at any given time.

Under this arrangement a greater number of children can be accommodated in a year in the same buildings and a smaller number of individuals suffice for the work of instruction. These are considerations of the utmost importance when the cost of schoolhouse construction is almost prohibitive and the shortage of teachers is little less than disastrous.

The teachers are satisfied to continue their work during the summer, for their salaries are increased more than 50 per cent for doing so. The scale, \$1,236 to \$2,260, which they will receive would be considered good in many cities of far greater size than Amarillo.

Practical difficulties will arise as a matter of course in arranging the attendance of pupils and in adjusting the details of class work, promotion, and the like, but those difficulties may be expected to disappear under intelligent management.

As a temporary expedient the plan promises to be successful, for its operation so far is understood to be satisfactory. Then if it is a success as a make-

shift, why should it not be continued indefinitely, with those modifications which experience will undoubtedly suggest? Naturally the first change will be to allow the children to attend three-fourths of the year, or 180 days, rather than two-thirds of the year, or 160 days. Then, equally naturally, the ideas of the work-study-play plan will be applied, so that all the children may continue under the control of the teachers during the full 48 weeks of the school term. Substantially that appears to be what Superintendent Duncan and his board intend to do when enough money is available.

No one doubts that children are better off in a well-conducted school than they are upon the streets.

COMMITTEE ON HIGHWAY AND HIGHWAY TRANSPORT ENGINEERING EDUCATION.

In harmony with the resolution adopted by the conference on highway and highway transport engineering education held in Washington May 15 and 16, 1920, the Commissioner of Education has appointed the following as a permanent committee on highway engineering and highway transport engineering education to continue the work of the conference:

The Commissioner of Education, chairman; Thomas H. MacDonald, Chief of the Bureau of Public Roads, Department of Agriculture; Col. Mason M. Patrick, Corps of Engineers, War Department; Paul D. Sargent, head of the State highway department of Maine and president of the National State Highways Association; Roy D. Chapin, president of the Hudson Motor Car Co.; H. S. Firestone, president of the Firestone Tire & Rubber Co.; F. L. Bishop, dean of the school of engineering, University of Pittsburgh.

It is the purpose of the members of the permanent committee to accumulate data from the organizations represented showing the specific needs for training men for the professions of highway engineering and highway transportation and automotive engineering. The questions of research pertaining to the various branches will be brought together through this organization.

The committee will inform the colleges and technical institutions of the United States as to the needs of the industries represented and assist the colleges in adjusting their programs to meet the pressing problems of highway and highway transport engineering.

THREE THOUSAND VACANCIES UNFILLED.

The school-board service division of the Bureau of Education has been discontinued owing to the failure of Congress to appropriate funds for its maintenance. At the end of the fiscal year June 30, 1920, approximately 3,000 requests from boards of education throughout the United States for teachers, mostly high schools, remained unanswered.

THE DRAMA AS A MEANS OF INSTRUCTION.

A study of the acted drama in colleges and universities has been undertaken by the Bureau of Education. A questionnaire was sent to the president of each institution and to the person in charge of dramatic productions, requesting information regarding the courses in the drama offered; amateur dramatics carried on in courses, with credit and correlated academic work; dramatic organizations; description of college theater or halls (if any) adapted for dramatic performances; and to what extent the interest in the acted drama has developed in the institution since 1915.

SUMMER SCHOOL OF COMMERCE.

An intensive summer school of Pan American and world commerce has been organized and will hold its sessions in Washington, D. C., from July 19 to August 21. Dr. C. J. Owens, director general of the Southern Commercial Congress and former economic commissioner of the Government of Panama, is executive director; and John Barrett, director general of the Pan American Union, is chairman of the advisory council.

BETTER PAY FOR TEACHERS.

Teachers in our public schools are our most important public servants. Upon them as no others depends the public welfare. In them is bound up the happiness, prosperity, the strength, and the safety of the Nation. They are much underpaid.

Let us pay them salaries commensurate with their duties, responsibilities, and dignity of their task.—John M. Evans.

SCHOOLS OPEN ALL THE YEAR.

Fewer Teachers Required, But Their Minimum Salary is \$1,236.

Schools are in session all the year round in Amarillo, Tex., and teachers are paid for 12 months' work. Salaries have been increased more than 50 per cent, but only a few thousand dollars have been added to the total expenditure for the salaries.

The school year of 48 weeks has been divided into three terms of 16 weeks each, and each pupil in the city will be given free tuition for two of these terms and allowed to make his grade in a year, as at present. Under the arrangement, only two-thirds of the pupils will be in school at one time, and only two-thirds of the teachers will be needed. If these teachers were paid at the same rate as at present, the annual pay roll would be just two-thirds as much, for the teachers will teach for 12 months in the year instead of 9, as heretofore. The annual salaries of these two-thirds have been increased about 50 per cent, which brings the pay roll to about where it was before. As a matter of fact, the salaries of teachers have been increased a little more than 50 per cent, and the pay roll for next year will be about \$90,000.

Next year no teacher in the Amarillo schools will receive less than \$1,236, and the salaries will range from this amount to \$2,260.

The 48-week school was made necessary by the low constitutional tax rate allowed Texas schools. For several years Superintendent M. H. Duncan has been advocating a 48-week school, in which free tuition would be given to all children for the three terms. Two terms of the three would be devoted to academic work and the third term would be devoted to a practical application of the lessons learned from the book during the first two. Such a plan, it is believed, would bring the school and the world closer together, motivate school work, and at the same time increase its efficiency by intensifying it and making it more serious. This is the type of 48-week school the Amarillo board contemplate putting in just as soon as they can get the money to do it with. The present arrangement is only temporary.

Under the plan now in operation the three terms will be as follows: From September 1 to the Christmas holidays; from the Christmas holidays to about April 20; and from April 20 to about August 8. There will be one week's vacation during the Christmas holidays

and three weeks in August. The plan was put into operation by opening the schools to one-third of the children during the present summer. Another third will enter September 1, and from then on there will be two-thirds of the children in school. The last third will not enter until January 1. Before the plan was started the pupils were divided into three equal groups with regard to grades and half grades, each one being given the term of his parent's choice so far as this could be done.

A REAL RURAL LIFE SCHOOL.

By SIDNEY G. GILBREATH, president East Tennessee State Normal School.

I want to tell you a story that will be very interesting to you—of the organization of a real rural-life school near Kingsport, Tenn. The school was established under my direction by the Kingsport Corporation. The little schoolhouse is, in appearance, like an attractive bungalow, has elementary science room, cooking room, sewing room, and workshop in addition to the regular classroom. It has shower baths for both boys and girls and is heated by furnace and lighted by electricity. It is equipped with library, Victrola, piano, and moving-picture machine. All its departments are fully equipped. The teacher, a remarkable young woman, yet under 22 years of age, had fully completed our academic course, our normal course, and had received special certificates in agriculture, manual training, home economics, and music. She had taken home nursing in the Peabody College and with the Red Cross in Atlanta. She spent her vacation this year as assistant chemist in the fertilizer department of a large agricultural corporation and has had one year's experience as a county agent. In this school are 36 children, many of whom had never been in school before. All are children of tenants living on the Kingsport farms.

The collection and sale of waste paper in the schools of St. Louis are assuming large proportions. The pupils bring old papers, books, and magazines to the schools to be turned over to firms dealing in waste paper. It is expected that over \$15,000 will be secured before the close of the schools in June. More than 100,000 pupils in 135 schools now participate in this work of paper salvage. The proceeds of all sales are devoted to the Teacher's Benevolent Annuity Association, a voluntary organization of St. Louis teachers. For the year 1919 the schools collected a total of 901 tons of paper.

STUDENT OFFICERS MAINTAIN ORDER.

Faculty of Oakland (Calif.) High School Aided by Self-Government Committee.

A well-developed political organization for student self-government is a feature of the Oakland (Calif.) High School. The student officers assume the burden of maintaining order under many conditions and they render splendid assistance to the faculty, says John L. Sutton, vice principal of the school, in *Our Public Schools*.

"The students elect a president, a secretary, and a number of commissioners. Each commissioner is at the head of one of the departments into which the government is divided, and the president, secretary, and the commissioners, together with two members of the faculty, constitute the board of control. This board is the responsible head of the student government. There are certain sources of revenue. The board of control apportions the revenues to the various activities, and a member of the city council or the county board of supervisors would feel perfectly at home at a meeting of this board when each activity is bringing all possible influence to bear in favor of the greatest possible appropriation.

"The board also has important activities to perform in sanctioning and regulating various athletic and social events, and in preparing a calendar of dates. A seat on the board is looked upon as a highly prized distinction, and the school is a place of intense political activity when elections are being held.

STUDENT DISCIPLINE.

"Discipline among the students can of course never be entirely given up by the faculty. But for many purposes, and at many times and places, student officers can assume the burden of maintaining order.

"For this purpose the students elect a number of upper-class boys and girls to constitute the self-government committee. The members of this committee have power to summon any student to appear before the committee to explain any breach of order. The committee conducts its meetings in its own way, imposing such penalties as it deems fit, and is a splendid assistant to the faculty in preventing disorder.

"The students of the school do not think of this participation in these activities as a preparation for life; they are in the midst of life here and now."

DEFECTS IN INDUSTRIAL EDUCATION.

The Manufacturers' Association Wants More Men Teachers.

The committee on industrial education of the National Association of Manufacturers, in a recent report, deplors the overwhelming predominance of women teachers in the schools of the United States, and expresses dissatisfaction at the way in which vocational education has been conducted. For illiterate adults who can not leave their work to attend school, the committee advocates instruction in the vocational schools established in connection with the industries in which they are employed. They are convinced that representatives of the occupations should dominate in State boards of vocational education, because only men who are engaged in industry are fully cognizant of the opportunities and needs of industry.

THE JUNIOR COLLEGE'S OPPORTUNITY.

(Continued from page 1.)

from two to four times as much as they would have cost in 1913-14.

If the number of college students were no larger than it was in 1913-14, endowments and appropriations would need to be fully twice as large as they were then in order to maintain efficiency. For an increase of 50 per cent in the number of students there will be needed an addition to endowments and incomes fully equal to the total of those for 1913-14, making the total need three times as much as the need for that year.

And this increase and more may be confidently counted on within the next two or three years.

It is already evident that the people are willing to supply funds through gifts and appropriations in much larger amounts than formerly. But can we expect an increase of 200 per cent? Even if we could the time has now come when it behooves us who have to do with administration and the formation of policies to study carefully every reasonable and promising means of economy—economy not only in money, but in the time and energy of teachers and students. No doubt there are many economies worth careful consideration, but I believe none will yield larger results than can be obtained through such organizations as will reduce the number of colleges doing the full four years' work, and at the same time will assure greater efficiency in the first two college years. This means, of course, increasing the

number of junior colleges while decreasing the number of senior colleges.

In 1915-16 the Bureau of Education listed 577 colleges and universities. These terms are used quite loosely in this country, and in common usage have about the same meaning. Of the 577 colleges, 508 reported their incomes as well as their student enrollments. A large proportion of those that did not report incomes were Catholic institutions, or belonged to or were affiliated with teaching societies which justly count their income largely in service rather than in money. Since in 1915-16 the colleges had not been much affected by the war, the figures for that year are better for our purposes than would be the figures for later years.

Dividing these 508 colleges into nine groups, according to incomes, we have:

1. In 1915-16, eight colleges reported incomes ranging from \$2,603,489 to \$3,915,714, and student enrollments from 4,889 to 8,510. The average income per student in these groups was approximately \$500.

(In incomes the private benefactions for endowments are not included.)

2. Fourteen colleges reported incomes ranging from \$1,002,384 to \$1,902,005, and student enrollments from 630 (at West Point) to 6,462 (at the University of Michigan). For these 14 colleges the average income per student was approximately \$450.

3. Thirty colleges reported incomes between \$500,000 and \$1,000,000 and student enrollments from 290 to 3,850. The average income per student for this group was approximately \$375.

4. Fifty-six colleges reported incomes between \$250,000 and \$500,000 and student enrollments between 105 and 4,138. The average income per student for this group was approximately \$335.

5. Ninety-two colleges reported incomes between \$100,000 and \$250,000 and student enrollments between 111 and 3,692. The average income per student for this group was approximately \$250.

6. One hundred and two colleges reported incomes between \$50,000 and \$100,000 and student enrollments between 72 and 1,557. The average income per student for this group was approximately \$185, less than half the average for the third group.

7. One hundred and twenty-two colleges reported incomes between \$25,000 and \$50,000 and student enrollments between 20 and 861. The average income per student for this group was approximately \$145, less than half the average for the fourth group and less than one-third the average for the second group.

8. Fifty-four colleges reported incomes between \$15,000 and \$25,000 and student

enrollments between 49 and 388. The average income per student for this group was approximately \$120, less than half the average for the fifth group and less than one-fourth the average for the first group.

9. Twenty-nine colleges reported incomes ranging from \$3,075 to \$14,618 and student enrollments ranging from 66 to 345. The average income per student for this group was approximately \$75, less than one-half the average for the sixth group, less than one-third the average for the fifth group, less than one-fourth the average for the fourth group, just one-fifth the average for the third group, one-sixth the average for the second group, and considerably less than the average cost of high-school education.

In most of the largest and richest of these schools and in some of those in the lower classes, both as to incomes and student enrollments, a portion of the income is devoted to graduate work and to research. But in none is the amount thus used large enough to reduce the per capita for undergraduate students by more than a small percentage. Practically all these 508 colleges reporting incomes ranging from \$3,075 to \$3,915,714, attempt to do full four years of college work and confer degrees. In some of them all classes are large enough to permit options and specialization on a liberal scale and still give to each section in each subject such a number of students as will keep the cost of instruction within reasonable bounds. In many of the poorer and smaller schools the numbers in the two higher classes are so small as practically to prohibit options and specialization, and to make the sections in some subjects even without division so small as to destroy the interest both of students and of teachers and at the same time make the cost of instruction per pupil comparatively very large. In many of these colleges nearly half the class sections have less than five students, and a large number of the class sections have only one, two, or three students. In these schools the average cost per student in the higher classes is from four to ten times as much as in the two lower classes. The cost of teaching from five to ten students in the senior class is larger than the cost of teaching from 40 to 50 students in the freshman class. These higher class students are after all not well taught, since the colleges are not able to furnish the necessary library and laboratory equipment and to pay sufficient salaries to retain the services of teachers of the best ability.

In some of the larger schools the number of students in the freshmen and sophomore classes is very large. Several colleges have more than a thousand fresh-

men, and some more than two thousand. The freshmen entering in September are boys and girls who in June were graduated from the high schools and who had known only high-school discipline and high-school methods of teaching and study. In the high schools most of the teachers are men and women of professional training and enough experience to give them skill in teaching and in training and directing boys and girls. Coming from high school to college without any skilled and wise guidance through a transition period, many of these kiddish freshmen, however well meaning, are unable to adapt themselves to the new conditions and discipline and go astray sadly. In the freshman class, and also to an extent in the sophomore class, students are all too often taught by young teachers with little or no experience and who have had no professional training. Many of these teachers are also without the native ability and professional skill which will insure final success. For, however rich the colleges may be, most of them still pay the larger salaries to those who give most of their time to the higher classes and leave the lower classes to the tender mercies and bunglings of young, untrained, and inexperienced teachers.

Here is the opportunity for the junior college and for a very important economy in college organization. Practically all the 307 colleges having incomes of less than \$50,000, and a good number of those with incomes from \$50,000 to \$100,000 should cease to try to do more than two or three years of work—preferably only two years—and should concentrate all their means of money and men on doing well the work of these two years, employing as teachers men and women of the best native ability, the finest culture, and the largest skill that education and professional training can give; men and women having the power to inspire and direct as well as to instruct.

These colleges could then take in all or most of the tens of thousands of boys and girls now on the waiting list of the larger and richer colleges, and offer them such opportunities for instruction, training, and interest in college life as would induce them to come to them for these two years and to bring with them other tens of thousands who now swell the mobs of freshmen and sophomores in the larger schools. The mortality of students in these two years would become much less than it now is. A much larger per cent of them would go to the larger and richer colleges for junior, senior, and graduate work, thus making up to these schools for the loss in their freshmen and sophomore classes. The work done in these higher classes might then be

much better than is now possible. With the better teachers for the lower classes in the junior colleges from 25 to 50 per cent more work would be accomplished in these two years than is now accomplished.

Should these poorer and smaller colleges thus limit their field and change the character of their work, most of them would soon find themselves with two or three times their present number of students and with incomes three or four times as large as they now have. In addition they would have the consciousness of serving their country and the world more effectively than they now do or can. Not the least element in this service would be the influence on the work of the lower classes of the larger schools, for as soon as any considerable number of colleges do as is here suggested the larger and richer schools will reorganize their work for the lower classes, and among other things will begin to give to the students in these classes teachers as good or better than those in the junior colleges.

Thus, with the same amount of money, the effectiveness of our schools of higher learning might be increased from 20 to 30 per cent.

In the discussion of the work organization and courses of study of the junior colleges, these schools should not be thought of as in any way inferior to schools doing the full four years' work. No school should lose any of its dignity or worthiness of support by confining its work to the first two college years. On the other hand, both dignity and worthiness will be increased if they will do the work of these two years in a better and a larger way, such as this change should make possible.

Taxes are high and burdensome, but maintenance of the public schools and the proper compensation of those who teach in them must come ahead of any consideration of economy. If we must retrench, it must be done elsewhere than in the public schools. They must have more money, a great deal of it, and it must be provided.

So vitally important are they in the building of the Hawaii of the future that the needs and necessities of the public schools should have first place in the consideration of the Legislature—first place over harbors, docks, highways, public buildings, and everything else. They are the corner stone on which we must erect a 100 per cent American Hawaii.—Honolulu Star-Bulletin.

COLLEGE COURSE FOR WISCONSIN SOLDIERS.

War Veterans Receive Full Collegiate Training at Expense of State.

A college education at the expense of the State is the bonus which Wisconsin offers to her fighting sons. More than 4,000 young soldiers have already taken advantage of the opportunity offered and 10,000 have signified their desire to attend some educational institution.

The Wisconsin educational bill, known as the Nye Bill, provides that soldiers, sailors, marines, and Red Cross nurses who entered the service before November 1, 1918, whose services terminated under honorable conditions, who were residents of the State at the time of service, and who served at least three months, are eligible to the bonus. Such persons may enter the normal schools, the University of Wisconsin, or any private college that maintained a student army training corps, for a period not to exceed four years, during which time the State will pay them \$30 a month.

It further provides that the amount paid to any student-soldier shall not exceed \$1,080, and that this offer must be taken advantage of previous to the year 1924. No person is eligible both to the general bonus law and the educational bonus. The general bonus bill provides for the payment of \$16 for each month of service with a minimum of \$50.

ALL COURSES ARE OPEN.

Not only are all the educational opportunities of the State thrown open to these soldiers but special evening or part-time courses may be given upon the petition of local educational authorities connected with State or local institutions. Recently a field organizer has been appointed to cooperate with the Red Cross societies and Loyal Legion organizations throughout the State for the purpose of investigating the need of such classes and of organizing them.

CORRESPONDENCE INSTRUCTION POPULAR.

"There has been an increasing demand for the correspondence instruction offered by the university extension division," said J. B. Borden of the State board of education. "Any of the 110,000 ex-service men not taking full-time instruction in schools may take free, for a period of five years, correspondence instruction in more than 200 different subjects," said Mr. Borden.

AMERICANS SHOULD STUDY FOREIGN LANGUAGES.

Resolutions Adopted by the Modern Language Association of America at the Columbus Meeting.

Whereas the results of the war have brought this country more closely into relation with foreign countries than was previously the case, be it resolved:

(1) That, in view of the fact that many more Americans than hitherto will visit foreign countries on diplomatic, commercial, economic, scientific, educational, and other errands, and that many more foreigners than hitherto will come here on similar errands, it is exceedingly desirable that a much larger number of Americans than hitherto be trained to understand and to speak the languages of the foreign countries with which we shall be most closely associated; and

(2) That, in view of the fact that the educated men and women of America should henceforth seriously endeavor to understand the psychology, the problems, and the achievement of the main foreign peoples, it is exceedingly desirable that a large proportion of high-school and college students should secure for the main foreign languages that thorough reading knowledge which will alone enable them to gain such understanding;

And whereas at the present time a very large amount of elementary linguistic instruction is given in college, while the amount of advanced linguistic instruction is relatively small, be it further resolved:

(3) That in the opinion of the Modern Language Association elementary instruction in foreign languages falls in general properly in the field of the high school and not in the field of the college; and

(4) That in the opinion of the Modern Language Association the study of a language must in the case of the average student be pursued for at least two years for any permanent value to result therefrom.

H. H. BENDER.

R. H. FIFE.

E. C. HILLS.

B. E. YOUNG.

E. H. WILKENS, *Chairman.*

The educational authorities of New York City have given notice that "if a woman teacher marries a noncitizen, she immediately loses her citizenship and will not be permitted to continue in the teaching service of the schools after August 31, 1920."

NATIONAL EDUCATION ASSOCIATION.

(Continued from page 7.)

tion were held in the afternoons and evenings, and the mornings were occupied by meetings of the following departments: Business department, classroom teachers, community center section, educational publications, educational publishers, elementary department, kindergarten department, library department, music education, normal schools, physical education, school administration, school patrons, secondary education, English teachers, civic responsibility, administrative women, teacher associations, vocational guidance, science education.

Abstracts of many of the papers read at the department meetings will be printed in future issues of School Life.

OF MINOR IMPORTANCE.

Attendance was small—the smallest in the recent history of the National Education Association. Up to Tuesday evening only 1,500 had registered at headquarters, and a large proportion of them were from the vicinity of Salt Lake City. The number was largely increased later in the week, however, and finally reached 5,000.

The people of Salt Lake City were unusually cordial and hospitable. Large numbers of private automobiles were placed at the disposal of the members for rides about the city, and many similar courtesies were shown. Boy Scouts were always ready to act as guides or messengers.

Mrs. Preston, as presiding officer, made no long and fulsome introductions. She repeatedly stated that "all the speakers are men and women who have made a contribution and will deliver a message, and hence they need no introduction from me."

The abundance of music was a pleasing and unusual feature. A men's chorus, quartets and octets, the Mormon choir, and choruses by the public-school children all contributed greatly to the enjoyment of the members.

The weather was delightful—warm days and cool nights, with an invigorating breeze from the snow-topped mountains on three sides.

The book companies, supply men, manufacturers of musical instruments, etc., were there with exhibits, as usual.

Secretary Crabtree said after the meeting that the program was one of the best ever presented by the N. E. A.

The beautiful school buildings of Salt Lake City ought to be a lesson to the members from other States.

NEW TEACHER-TRAINING PLAN.

Coordination of Public Schools, State Normal School, and University of Buffalo, N. Y.

The "Buffalo plan" of teacher-training, inaugurated last December and January, permits an ambitious student not only to secure a university education at small expense but to earn the cost of the course at the same time. The new plan brings into close cooperation the three great educational agencies of the city, the public schools, the State normal school, and the University of Buffalo, and it will add to the teaching staff of the city teachers, not only unusually well educated but specifically trained to meet the needs of the Buffalo school system. Under this scheme it is possible for the ambitious, adequately prepared student to secure a college education in five years (although many candidates will need six or seven), of which the first two, in the normal school, will require no payment for tuition, and the others will be under full pay as a regular teacher; and all this without leaving Buffalo.

Normal graduates, who had entered the normal school possessing the university's entrance requirements for the science course, may enter the university as juniors, bringing with them 64 hours' credit toward the 128 semester hours required for the B. S. degree. They take at least one college course, and at the same time teach at one of five special centers to be established, under the supervision of a member of the university faculty. If they are successful in these centers they receive permanent appointment as teachers, and while teaching may continue their university studies until such time as they shall have completed the necessary 128 hours, when the B. S. degree is conferred. Twelve semester hours for teaching experience may be included among these 128, reducing the number necessary at the university proper to 52. The university considers these 12 hours in the same light as laboratory work, for it is practical work done under the supervision of a member of its faculty.

This step has been taken not only to increase the efficiency of the Buffalo school teachers, but to do what can be done, apart from increasing salaries, so to increase the attractions of the profession as to counteract in some degree the appalling desertions from its ranks. Its prestige can at least be enhanced by making it possible for ambitious and deserving men and women to secure a college degree without cheapening that degree.—*Dean Julian Park, in University of Buffalo Studies.*

SOME OF THE NEW BOOKS.

By JOHN D. WOLCOTT and EDITH A. WRIGHT.

ATKINS, HENRY GIBSON and HUTTON, H. L. The teaching of modern foreign languages in school and university. London, Edward Arnold; New York, Longmans, Green and Co., 1920. 246 p. 12°.

Bibliography: p. 239-44.

Refers briefly to the main features of the past history and development of modern language teaching, but devotes particular attention to its general position at the present day, and what appears to be the main tendencies and the desirable policy for the future. Discusses questions of organization and administration. Written not only for teachers, but also for all those interested in the welfare of modern language teaching.

CLARK, THOMAS ARKLE. The high-school boy and his problems. New York, The Macmillan company, 1920. 194 p. 12°.

The writer who has had intimate contact with thousands of high-school boys discusses the problems of the high-school boy under the following headings: The high-school boy; the course; studies and other things; examinations and grades; the leisure hour; books and reading; social activities; morals and manners; choosing a profession; and going to college.

EVANS, ELIDA. The problem of the nervous child. Introduction by C. G. Jung. New York, Dodd, Mead and company, 1920. 299 p. 12°.

The purpose of the book, in the words of the author, is to aid those parents who in the training or education of their children have arrived at the point where the methods already used have proved inadequate. It is addressed to the parents who are sufficiently courageous to overcome their prejudices against scientific methods of managing children.

NATIONAL SOCIETY FOR THE STUDY OF EDUCATION. Nineteenth yearbook, Parts I-II, Bloomington, Ill., Public school publishing company, 1920. 2 v. 8°.

Part I: New materials of instruction, 194 p. Part II: Classroom problems in the education of gifted children, 125 p.

Part I contains new materials of instruction prepared by teachers for use in class work to supplement the material in textbooks. Gives experiences with new materials in reading, history, geography, mathematics, etc. Part II deals with promotion schemes, educational tests, etc., in relation to gifted children. Contains a bibliography on the psychology and pedagogy of gifted children.

NUTT, HUBERT WILBUR. The supervision of instruction. Boston, New York [etc.] Houghton Mifflin company [1920] 277 p. 12°.

Analytical discussion of the principles underlying classroom supervision. A statement of the technique and professional standards for the supervision of instruction. In Part I the author discusses the job of supervision and in Part II the principles underlying the supervision of in-

struction, including supervisory method, devices of supervision, and technique of supervision.

O'SHEA, M. V. The trend of the teens. Chicago, F. J. Drake & co. [1920] 281 p. 12°.

In this book the aim has been "to make the discussion intelligible and practical by presenting typical traits of childhood as exhibited in the ordinary situations of daily life, and then endeavoring to explain these traits and to indicate how they should be dealt with when they are not in accord with the requirements of life in the home, in the school, and in the community."

SECHRIST, FRANK K. Education and the general welfare. A textbook of school law, hygiene, and management. New York, The Macmillan company [1920] 443 p. 12°.

Selected references: p. 418-32.

A textbook of school management written around the idea of the school as a part of community life and the individual child as the dominant interest of the school. The writer says in the preface that "since the public school can not lead a cloistered existence but must register an appreciable effect upon the community of which it forms a part, it can not afford to ignore the forces of indifference from without that may nullify its every effort." The book is not intended for the administrator but for the teacher, in order that through acquaintance with the general aspects of school management she may be in a position to cooperate intelligently in measures that seek the highest good of the school system by way of the classroom. Discusses such topics as the following: Illiteracy; Americanization; Federal government and education; cost of education in the different States; child labor legislation; material equipment of the school; the psychological characteristics of children, etc.

SNEDDEN, DAVID. Vocational education. New York, The Macmillan company, 1920. xi, 587 p. 8°. (Brief course series in education.)

Dr. Snedden asserts that what is called the "contemporary movement for vocational education" is the result of an enormous social demand for schools for the vocational education of the rank and file of workers. His book is devoted primarily to a discussion of current problems, and does not include either historical or descriptive material. The scope of the work is shown by the topics covered. It examines the meaning of vocational education, its relation to general education, and the social need for its improvement. After a general discussion of principles of method, attention is given to agricultural, commercial, industrial, professional, and vocational homemaking education. Other subjects handled are the administration of vocational education and the training of teachers for vocational schools. There are chapters also on the probable economic future of American women and on the practical arts in general education.

TRABUE, M. R. and STOCKBRIDGE, FRANK PARKER. Measure your mind. The

mentimeter and how to use it. Garden City, N. Y.; London, Doubleday, Page & company, 1920. 349 p. illus. 8°.

A popular treatise on the measurement of intelligence by scientific methods. Describes the mentimeter tests, a system of tests applicable to the whole range of educational and industrial requirements. Employers and those in charge of the selection, grading, and promotion of workers of every class, teachers of all grades, and young men and women striving for self-improvement will find the book helpful.

EDUCATION IN THE PERIODICALS.

By HENRY R. EVANS.

In the School Review for June Leonard V. Koos, writing on "The flexibility of requirements for admission to colleges east and west," comes to the conclusion that the greater flexibility of requirements in the West gives latitude for some measure of curricular experimentation in the high school. "Similarly," he says, "the western requirements allow for a better recognition of individual differences in needs, interests, and capacities, another function the secondary school is more and more being called upon to perform." In the same number Arthur Gould gives an historical and statistical study of "The intermediate schools of Los Angeles;" and E. A. Miller discusses "High schools in Ohio prior to 1850."

In the Yale Review for July E. S. Cross makes a plea for better salaries and higher professional training of teachers in his "The truth about teachers." In the American City for June David B. Corson pronounces the all-year school to be the greatest agency for Americanization yet established.

In World's Work for July George MacAdam, in his "The crisis in our schools," discusses the extent of depreciation in our school system through the scarcity of competent teachers and asks the question, "Shall the traditional American faith in education be broken?"

Rollin H. Tanner, writing in the Classical Journal for June on "An application of the laboratory method to the teaching of Latin and Greek," says that the laboratory method as applied to the teaching of elementary classes in Latin and Greek is an attempt to suit the instruction to the needs of the individual student. The plan which is in use at Dennison University, Ohio, is meeting with success. The pupil spends two hours a week in the laboratory for each hour of credit sought and works under supervision. He carries away only minor tasks to complete. The laboratory work,

however, is supplemented by group recitations.

J. Boggs, in the *Elementary School Journal* for June, in an article on "School board regulations concerning the elementary school principal," summarizes the requirements in 30 American school systems taken at random.

In the *Scientific Monthly* for July Edward B. Rosa discusses "The economic importance of the scientific work of the Government." He outlines the status of the various bureaus of the Government that have to do with scientific research and gives considerable attention to the work of the Bureau of Education.

UNIFIED CAMPAIGNS FOR EDUCATION.

(Continued from page 2.)

Miss Jessie Haver, of the National League of Women Voters, representing over 2,500,000 constituents, discussed the efforts of the league to educate women for the duties of citizenship. Samuel A. Goldsmith, of the Council of Young Men's Hebrew and Kindred Associations, representing 328 institutions, pledged his organization to promote a campaign of education. James N. Rule, of the Junior Red Cross, representing a membership of 10,000,000 boys and girls, spoke of the health propaganda of his association.

CONCERNED WITH GOOD CITIZENSHIP.

Mrs. A. Lamond, of the Order of the Eastern Star, a ladies auxiliary of the Masonic fraternity, with a membership of one million, said she would do everything in her power to advance the campaign in the lodges of the Order. Hon. Gaillard Hunt, of the Sons of the Revolution, said that his organization was mainly concerned in keeping alive the memories of the storied past, of the struggle of the American patriots in the Revolutionary War. "But our efforts in this direction," he remarked, "are also concerned with patriotism in the abstract, with Americanization and good citizenship." He said that his organization would endeavor to further a campaign of education, especially along the lines suggested above.

WILL WAGE AGGRESSIVE CAMPAIGN.

Prof. E. C. Lindeman, of the American Country Life Association, and Miss N. V. Price, of the American Farm Bureau Federation, representing 1,500 agricultural counties in the United States, said they would have no hesitancy in waging an aggressive campaign. Capt. E. R. Holz, of the Salvation Army, re-

ferred to the work of the 4,000 commissioned officers of the army who are always in close touch with the people who need education most. He told of the splendid work of the army a few years ago in the coal districts of Pennsylvania when efforts were made to keep boys out of the mines and in the schools. A department for educational advice to children is conducted by the army.

FAVORS GOOD ROADS AND BETTER SCHOOLS.

M. O. Eldridge, of the American Automobile Association, with its 250,000 members, said his organization was interested in "good roads and better schools." He emphasized the value of moving pictures of an educational type in a campaign for better schools. Colvin B. Brown, of the Chamber of Commerce of the United States, reported that his organization is planning a new department, to be called the department of civic organization, in which education will play a considerable part.

The resolutions committee was composed of Albert G. Bauersfeld, chairman; Florence King, and Dr. Robert L. Kelly. The following resolutions were adopted:

ACHIEVEMENTS DUE TO EDUCATION.

"The representatives of 34 national organizations, meeting on June 25, 1920, in Washington, at the call of the United States Commissioner of Education, hereby subscribe to the following statement:

"1. There is no question of greater interest and concern to the people of a democracy than the question of education. The achievements of our people throughout their history have been due in large measure to the ideals and principles of the American educational system.

"2. Never have these ideals and principles been fully realized, and we find ourselves now in the midst of a national crisis.

"3. We are convinced that there is urgent need for action along the following lines:

BETTER FACILITIES AND LIBERAL SUPPORT.

"(a) The assurance of an adequate supply of properly prepared teachers, including greatly extended facilities for this preparation.

"(b) Increased financial support for schools and educational agencies of all kinds.

"(c) Readjustment of educational programs to meet the demands of the new era.

"4. We recommend that the organizations we represent cooperate in all possible ways in the educational campaign

authorized by the National Citizen's Conference on Education, held in Washington, May 19 to 21, which is now being conducted by the Bureau of Education, and we pledge ourselves to endeavor, at the earliest possible moment, to secure official action to that end by these organizations."

DELEGATES WHO PARTICIPATED.

The official delegates present were: E. C. Lindeman, field secretary, American Country Life Association; H. E. Miles, chairman, committee on industrial education, National Association of Manufacturers; George E. Allen, educational director, American Bankers Association; Miss Mary Stewart, corresponding secretary, National Federation of Business and Professional Women's Clubs; Miss Florence King, counselor at law, National Woman's Association of Commerce; Mrs. R. H. Bacon, National Civic Federation; James N. Rule, national director, Junior Red Cross; Miss Jessie Haver, legislative secretary, National League of Women Voters; Samuel A. Goldsmith, general secretary, Council of Young Men's Hebrew and Kindred Associations; Mrs. Howard S. Gans, Federation for Child Study; Brig. Gen. George Richards and Hon. Gaillard Hunt, Sons of the Revolution; J. J. Manning, secretary, union label trades department, American Federation of Labor; Dr. Bryant, Miss Clendinnin, and Mrs. Jane D. Ripplin, Girl Scouts; Mrs. W. A. DuPuy, president, League of American Pen Women; Mrs. A. Lamond, grand treasurer, Order of the Eastern Star; Mrs. Ella A. Boole, vice president, National Women's Christian Temperance Union; Robert L. Kelly, executive secretary, Council of Church Boards of Education; Miss Stella McCarty, International Kindergarten Union; Mrs. Adolph Kahn, Council of Jewish Women; Miss Margaret A. Howard, American Woman's Legion of the Great War; Albert G. Bauersfeld and William Bachrach, Vocational Education Association of the Middle West; M. O. Eldridge, director of roads, American Automobile Association; Miss Edgar Brown, General Federation of Women's Clubs; Colvin B. Brown, chief of organization service bureau, Chamber of Commerce of the United States; Miss Nell V. Price, and O. M. Kyle, American Farm Bureau Federation; Past Commander John R. King, Grand Army of the Republic; and Capt. E. R. Holz, Salvation Army.

An intensive training course for teachers in service in vocational agriculture was held at the University of Minnesota on July 8 to 16.

GARDENING VERSUS AGRICULTURE.

Gardening is a Part of the Pupil's Home Life, and Gives Direct Returns.

That gardening will supplant and outstrip in importance the teaching of agriculture in the city high schools is the prediction of O. M. Eastman, garden supervisor in Cleveland, Ohio. To teach city boys and girls agriculture is an anomaly, he declares. Cleveland is replacing the textbook study of farming with practical gardening, in which the school greenhouse and plot and the home garden serve as laboratories.

For its value to the family table, gardening is a necessity with the city dweller. High prices, food shortage, conditions almost amounting to famine, have forced it upon our attention to such an extent that Americans are acquiring the gardening habit. And the school can not neglect it. Agriculture is remote from the city boy's experience, but gardening is a part of his home life and gives him direct and immediate returns. The greenhouse and truck gardens of the suburbs represent occupations which the students may look forward to for the future and which frequently occupy their spare time during school years.

HIGH-SCHOOL PUPILS STUDY SCIENCE.

Younger children generally garden in their out-of-school hours, under the direction of teachers who visit the home plots regularly, but pupils of the junior and senior high schools will hereafter have opportunities to study the science in class, practice it in their home yard, and receive school credit for both kinds of work. Superintendent-elect R. J. Jones, who will take office next fall, has been instrumental in developing the entire scheme, and it has had the generous support of the board of education as well.

A gardening class at West Technical High School, three times as large as the group that formerly studied agriculture there, is already "learning by doing" with enthusiasm, according to this plan.

Two-thirds to nine-tenths of the time in the former agricultural course was spent in recitation, according to Mr. Eastman, the remainder going to laboratory work in which the teacher gave demonstration; now to every one hour of lecture nine hours are devoted to actual work under guidance. Individual instruction is given while the boys are at work at the bench in the greenhouse, just as in a manual training shop.

The greenhouse man takes the average high-school boy who has had an agricul-

tural course into his work as a beginner, but the gardening class of the Cleveland high school will put him some notches higher than this. It is based on the requirements of the commercial grower. The boy who completes it is able to say that he has planted so many thousand seeds, has pricked off so many thousand seedlings in the school greenhouse, potted them in 2-inch pots, repotted when root-bound, and followed them along thus until they were ready for sale in 4 or 5 inch pots. He can show a certificate to the effect that he has done this with several kinds of plants, that he has had experience in making cuttings by the thousands from many different varieties, and that in addition he has had instruction in the way and wherefore of the greenhouse operations. He knows something of the scientific background of the work.

BOYS LEARN COMMERCIAL METHODS.

Not only do members of this Cleveland class learn production in the greenhouse, but they gain a certain amount of experience also in selling. The work is partly on a self-supporting basis and by disposing of surplus stock the boys learn the prevailing wholesale and retail prices and gain some conception of market conditions and methods of handling a sale. They assist the teacher to buy from other greenhouses when occasion offers, repotting the plants and selling at a higher figure.

Many of the boys work for commercial gardeners in their spare time. Some have cold and hot frames at home and produce seedlings in quantity for sale among their neighbors. The school garden department employs those who do not have other positions after school hours. They acquire experience not only at the greenhouse and the adjacent garden which produces vegetables for the school cafeteria, but also in the arboretum and perennial nursery of the schools. Since the specimens in both greenhouse and nursery are labeled with both the scientific and the common names, they boys can hardly fail to learn these while working among them.

Their work on home plots is supervised by teachers who visit their yards, just as thousands of other pupils in the city, not enrolled in a high-school gardening course, are visited. To the majority of children, gardening appeals as being good fun and good for the family pantry, but many are bound to develop a desire to go farther with it, either as a hobby or as a vocation, and they are eager for the high-school course. It is obvious that such city boys can learn more about gardening in this way than they could about farming when taught under urban conditions.

THE NEW PENNSYLVANIA CONSTITUTION.

Educational Provision Adopted by the Constitutional Revision Commission.

SECTION 1. The General Assembly shall provide for the operation and maintenance of an educational system for the Commonwealth. This shall include free elementary, secondary, and vocational education for all the children of the Commonwealth and for persons mentally and physically handicapped, free education for adults in American citizenship, schools for the training of teachers, a system of public libraries, one or more State universities, and such other educational institutions and agencies as it may determine to be wise and necessary for the improvement of the citizenship of the Commonwealth.

COUNCIL ELECTS SUPERINTENDENT.

SEC. 2. There is hereby created a State council of education, to be composed of such citizens of the Commonwealth as may be appointed by the Governor pursuant to an act of the General Assembly.

SEC. 3. The State council of education shall elect as their chief executive officer a State commissioner of education and shall have such other powers and duties in relation to the educational system of the Commonwealth as the General Assembly may prescribe.

SEC. 4. It shall be the duty of the General Assembly by appropriation and through general or special forms of taxation to make adequate provision for the effective and equitable support of the educational system of the Commonwealth.

SEC. 5. No money raised for the support of the educational system of the Commonwealth, or any part of said system, shall be appropriated to or used for the support of any sectarian school or institution.

PERMANENT FUND ESTABLISHED.

SEC. 6. All funds derived from receipts of State forest reservations, from escheated estates in the Commonwealth, and from all other property or money which shall in any way accrue, whether by act of assembly, devise, gift, or otherwise, and any other funds as may be provided by act of assembly, shall be maintained in perpetuity and designated as the State School Fund of Pennsylvania.

INSTRUCTION IN ENGLISH.

SEC. 7. The instruction in all public and private elementary schools shall be given in the English language and from English texts.

CONSOLIDATION OF SCHOOLS.

What 1,400 Farmers Think of It After Trying It for a Few Years.

By E. B. HODGES, County Superintendent of Schools, Allison, Iowa.

The best estimate of centralized schools can be given by those who have tried them for several years, and the opinion of a majority of the people can be trusted. When the writer decided to collect information as definite and authentic as possible on the success or failure of this type of schools, he printed post cards similar to the following and sent them to the superintendents of 56 consolidated districts, with the request that every rural patron be supplied with one:

DEAR SIR: This card is stamped and addressed for the information of others who are considering consolidation. Will you please answer the following questions at once and return the card to the mail box?

1. How far do your children ride in the school bus?
2. How long are they usually on the road to school?
3. Do they suffer from cold?—From any other cause?
4. Are your children required to wait out in the snow and storm for the bus?
5. Are your children absent from school as much as under the one-room rural school system?—Are they tardy as much?
6. How has consolidation affected land values in your consolidated school district?
7. Are the increased school advantages worth the increased cost?
8. Would you change back to the old way?

Name _____
Address _____

From 10 to 70 patrons of each district responded and their signed answers are on file in the office of the county superintendent of schools of Butler County, Iowa. Forms for general information were sent to the superintendents of the consolidated schools in Iowa. The questions are those which the people of this county are asking.

The following shows the results of this survey. All signed answers received before February 1, 1920, were included. One thousand four hundred and twelve patrons and 181 superintendents responded.

1. Consolidation must be a success! The longer the people try it the better they are pleased. At Buffalo Center the first consolidated school in Iowa was formed in 1896. On the eighth question: Ninety-three and seven-tenths per cent of the answers were "No" in this district.

Ninety per cent of the answers to the eighth question from districts organized

before 1910 were "No," "Never," or "Not by my vote."

Eighty-nine per cent from districts organized 1910 to 1915 were "No."

Eighty-five per cent from districts organized in 1916 say "No."

Seventy-eight and five-tenths per cent from districts organized in 1917 say "No."

Seventy-eight and one-tenth per cent from districts organized in 1918 say "No."

By perspective, the bitterness engendered in the struggle for better schools tends to disappear. The school, the center for educational, social, and economic activities, becomes the pride of each individual of the community.

2. Consolidation must be a success! Eighty-five per cent of the patrons whose children ride five to six miles each way each day say they would not change back to the old way.

3. Consolidation is a success! Eighty-eight per cent of the 1,326 persons answering the eighth question prove it. Practically a nine-tenths majority can be trusted. Some of these people have tried consolidation 24 years, some for a shorter time, but all know of what they speak from years of experience.

FEW SUFFER FROM COLD.

In response to a question regarding the kind of heat used in the school conveyance, 5 districts reported the use of soapstone, 3 charcoal, 3 oil stoves, 2 hot bricks, 1 some heat, 2 all forms, 27 no heat, 13 did not reply to the questionaire. Three hundred and forty-nine patrons reported in the affirmative and 993 in the negative to a question as to whether or not children suffered from cold while in the hack, and 141 answered "yes" and 1,119 "no" to a question regarding the suffering of pupils from any other cause than that of cold. Sixty-six patrons said that pupils were required to wait out in the snow for the bus, while 1,265 reported the contrary. One hundred and seventy-two patrons answered "yes" and 1,160 "no" to a question as to whether or not children were absent as much under the present system as under the old.

PATRONS GENERALLY SATISFIED.

In regard to the tardiness of pupils under the new régime as compared with

the old, 120 patrons reported in the affirmative, and 1,187 in the negative. The question on the effect of consolidation on land values brought out the following: Six hundred and seventy patrons reported an increase of values, 219 no effect, and 16 decreased value. In reply to a question as to whether the increased advantages of consolidation are worth the increased cost, 1,117 patrons answered in the affirmative and 156 in the negative. One hundred and sixty patrons would be willing to go back to the old system; 1,166 would not.

STATEMENTS BY SUPERINTENDENTS.

General facts from the statements of 181 superintendents of consolidated schools:

The average sized district is 25 sections.

An average of one hack to four sections.

Average hack load is 17; maximum in any district, 38.

Twenty districts report 56 auto busses used.

Fifteen districts report no student drivers.

In the remainder, 411 such drivers are employed.

Maximum bonds required of drivers, \$500.

Ninety-six districts report no bonds required.

Average salary of hack drivers in 181 schools is \$78 per month.

Contracts for drivers are made with lowest responsible bidder in many districts. In others contract is made at \$12 to \$17.50 per mile per month, without bidding. In one district a bonus of 10 per cent is paid to drivers who stay on the job for the entire year.

Many say student drivers are most satisfactory. This opinion is not unanimous.

In all but 11 of the districts reporting, the majority of the school board members are farmers. Of these 11, 2 have 2 farmer members, 3 located in larger towns have 1 farmer each, and 2 do not have farmer representation.

Hot lunches are served in 47 of these schools. Free lunch in 1 school, penny lunch in 1, 2-cent lunch in 1, 3-cent lunch in 9 schools, 4-cent lunch in 4 schools, 5-cent lunch in 15 schools, and some up to 25 cents.

The department of public instruction of New Jersey has offered a number of cash prizes for the best essays on "Why not become a teacher?" to be awarded to high-school seniors and juniors of the State.